

MY ADVOCACY WORKPLAN

SUPPORTED BY THE 'UNICEF YOUTH ADVOCACY GUIDE'



The 'UNICEF Youth Advocacy Workplan' is intended to help young advocates create a plan to advocate for change. It builds on the ideas and suggestions in the '**UNICEF Youth Advocacy Guide**' and helps you to apply those to your own unique change goals by developing your specific projects. It can be used as a part of the Youth Advocacy Training sessions or independently. This workplan is meant as a resource and an ally as you work to leave your mark on the world. It recognizes that there is no one right way to do advocacy and that everyone's journey towards change is their own. However, the thinking and planning included in the activities within can help you build your community, clarify your strategy, commit to specific actions and increase your effectiveness as your work towards that positive change you are fighting for. The 'UNICEF Youth Advocacy Guide' and the 'UNICEF Advocacy Workplan' are available in English, Arabic, French and Spanish.

This workplan is yours to write in. It contains space for you to reflect on key questions and document your decisions throughout your advocacy journey. Different sections will resonate with different advocates. You should take what you need and use what best suits your journey and strategy. Feel free to replicate pages and make edits that work best for you.

You will also find additional content to support your journey on the **UNICEF Voices of Youth website**.

Good luck and have fun!

THIS IS A FILLABLE PDF. IF USING THIS VERSION OF THE WORKPLAN, YOU CAN TYPE INTO THE FILLABLE FIELDS DIRECTLY, WHICH ARE SCROLLABLE, SO YOU CAN TYPE IN AS MUCH AS YOU NEED.



MY ADVOCACY GOALS

Building skills as an advocate begins with a simple question; “What specific change do I want to see in the world?” Starting with a specific change is recommended. When you start with too broad a goal, such as ‘changing lives,’ it can be hard to see progress. When you start with a specific goal of ‘providing more psycho-social support staff in schools,’ you can tell how much progress you’ve made over time.

Sometimes, the hardest part of advocacy is deciding what NOT to focus on. Knowing where to put your precious time and energy is imperative and setting specific goals is a foundational step.



PLEASE FINISH THE SENTENCE BELOW:

When I think about
(a topic, issue, or policy I'd like to change)

I feel

because"

WHAT IS THE ISSUE THAT I AM COMPELLED TO CREATE CHANGE AROUND?

Refer to...

page 14 in the 'Youth Advocacy Guide'

WHAT IS THE CHANGE I WOULD LIKE TO SEE?

Refer to...



page 14 in the 'Youth Advocacy Guide'

WHAT ONE OR TWO SPECIFIC GOALS CAN I WORK TOWARDS THIS YEAR THAT WOULD REFLECT THE DESIRED CHANGE? WHAT SOLUTIONS HAVE I IDENTIFIED THAT WILL HELP WITH THIS PROBLEM?

→ Keep in mind that your ideas may evolve and change as you continue through the workplan.

Refer to...



page 56 in the 'Youth Advocacy Guide'

Examples of goals you might work towards:

- Policy changes
- System or structural changes
- Changes in the people who hold power
- New attitudes or behaviors in a specific group
- Increased awareness of your issue
- Creation of a movement, group, or organization?



**WHAT ACCOMPLISHMENT WOULD I LIKE TO WORK TOWARDS OVER THE NEXT YEAR?
WHAT ARE MY MARKERS OF PROGRESS?**

These could include anything from research on your issue to raise your awareness, groups to become involved with, events to organize, campaigns to launch - you will have a chance to refine these in your plan.

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Refer to... ▶

page 58 in the 'Youth Advocacy Guide'



MY ADVOCACY STORY

Being able to tell a personal story about how your issue has affected your life or the lives of those you know can help capture people's attention and interest in your cause. Everyone has a story to tell. Let's connect your experiences to your advocacy effort to explain why you are passionately striving for change. Use the questions below to help guide your storytelling efforts.



WHAT IS ONE STORY THAT REFLECTS HOW MY LIFE OR THE LIFE OF SOMEONE I KNOW HAS BEEN SPECIFICALLY AFFECTED BY THIS ISSUE?

Refer to...



page 14 in the 'Youth Advocacy Guide'



WHY IS THIS ISSUE IMPORTANT TO ME?

[Empty text box for writing]

Refer to... 

page 14 in the 'Youth Advocacy Guide'

WHAT IS MY HOPEFUL SOLUTION TO THE ISSUE?

HOW WOULD MY PROPOSED SOLUTION POSITIVELY AFFECT MY LIFE AND THE LIVES OF OTHERS?

[Empty text box for writing]

Refer to... 

page 56 in the 'Youth Advocacy Guide'



**WHAT HAVE I DONE ABOUT THE ISSUE DESCRIBED ABOVE?
(IT'S OK IF YOU ARE JUST GETTING STARTED!)**

Refer to...



page 16 in the 'Youth Advocacy Guide'

HOW WOULD I LIKE OTHERS TO GET INVOLVED WITH MY ADVOCACY EFFORTS OR THIS ISSUE?

Refer to...



page 56 in the 'Youth Advocacy Guide'



An 'elevator pitch' is a succinct conversation during which you describe your issue and its importance. It's often used to interest or recruit others in your advocacy efforts.

USING YOUR RESPONSES ABOVE, HOW WOULD YOU GIVE AN ELEVATOR PITCH ABOUT YOUR ISSUE?

For example, imagine you bump into someone important who might be able to help with your advocacy journey, but you only have 90 seconds to chat with them. What would you tell them? Remember, you are trying to share information while also catching their interest and gaining their support.

[Large empty light blue box for writing an elevator pitch]

Refer to... ▶

page 41 in the 'Youth Advocacy Guide'



MY ADVOCACY CASE: FACT-FINDING

To ensure that your advocacy is credible and informed, it is important to do your own fact-finding research. Read through pages 13-20 in the 'Youth Advocacy Guide' to find prompts and then use the space below to fill in key facts, along with links to credible sources you used for verification. Remember to use credible sources (see p. 18 in the 'Youth Advocacy Guide').



WHAT HISTORY AND BACKGROUND HAVE I LEARNED ABOUT THIS ISSUE?

Refer to...



page 15 in the 'Youth Advocacy Guide'

Fact:

Linked Source:

Fact:

Linked Source:



Fact:

Linked Source:

Fact:

Linked Source:

WHAT SOCIAL CONTEXT HAVE I LEARNED ABOUT THIS ISSUE?

Refer to... ▶

page 16 in the 'Youth Advocacy Guide'

Fact:

Linked Source:

Fact:

Linked Source:



Fact:

Linked Source:

Fact:

Linked Source:

WHAT POLITICAL CONTEXT HAVE I LEARNED ABOUT THIS ISSUE?

Refer to... ▶

page 17 in the 'Youth Advocacy Guide'

Fact:

Linked Source:

Fact:

Linked Source:



Fact:

Linked Source:

Fact:

Linked Source:

WHAT EVIDENCE CAN SUPPORT THE IMPACT OF MY PREFERRED SOLUTION? HOW DO I KNOW THAT MY SOLUTION IS THE CORRECT ONE THAT WILL WORK?

Refer to...



page 18 in the 'Youth Advocacy Guide'

Fact:

Linked Source:

Fact:

Linked Source:



Fact:

Linked Source:

Fact:

Linked Source:

WHAT ACTIONS CAN I TAKE TO CONTINUALLY UPDATE MY FACT-FINDING RESEARCH AND IMPROVE OR REFINE MY MESSAGE OVER TIME?

Large empty rounded rectangular box for writing answers.



USE THE SPACE BELOW TO WRITE DOWN ANY NEW WORDS OR PHRASES YOU ENCOUNTER, ALONG WITH THEIR DEFINITIONS.

A large, empty light blue rounded rectangular area intended for writing notes.





MY ADVOCACY NETWORK AND RESOURCES



As you think about who is in your network, first brainstorm all the 'stakeholders' you know who care about this issue.

These could be people and institutions you already know or ones you would like to reach out to.

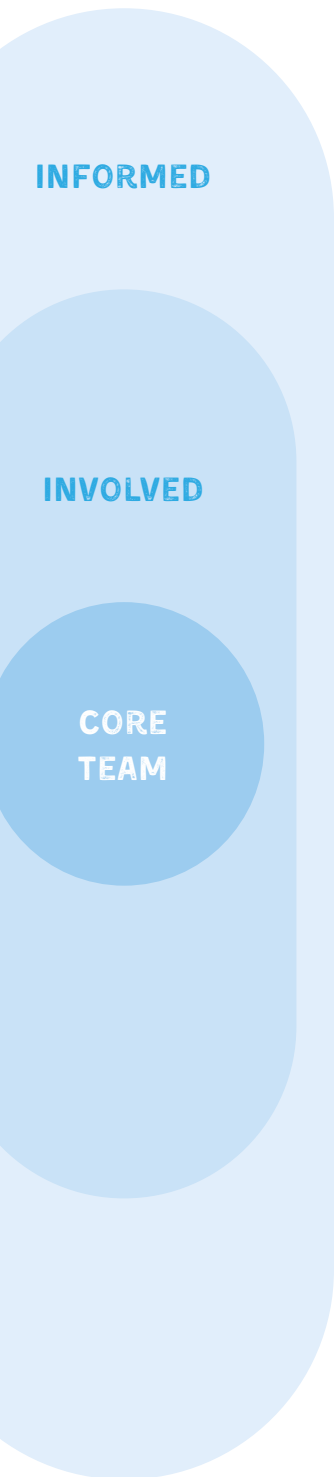


Remember: A stakeholder is any person, group, organization, government department, company or institution that has interest in a particular issue or cause. Some might be more directly linked to the issue than others, so it makes sense to create a map or diagram of all the groups and people that seem connected to your work.

WHO WILL I WORK WITH ON MY ADVOCACY EFFORTS?			
WHO DO I KNOW WHO COULD BE HELPFUL IN MY EFFORTS? BE CREATIVE!			
WHO DO I WANT TO KNOW AND HOW CAN I MEET THEM OR JOIN THEIR GROUP?			

Once you’ve brainstormed, think about what level of involvement you would like these people to have in your advocacy efforts. Use the Circle of Involvement tool image to think through what level of involvement you want to invite them to have in your advocacy efforts. It's important to be intentional about what and how much you ask of people! Next assess what might motivate each person (their ‘stake’) and what resources they might provide. Put a star next to people you consider allies – closer, trusted people who offer their support, assistance, advice, information, protection, and even friendship.

Refer to...  page 29 in the 'Youth Advocacy Guide'



CORE GROUP

Active co-decision makers who I meet with regularly and who help shape my overall advocacy strategy.

STAKEHOLDER	MOTIVATION	RESOURCES

INVOLVED GROUP

Implementers of the advocacy work. People who work alongside me and on my behalf to help achieve my advocacy goals.

STAKEHOLDER	MOTIVATION	RESOURCES

INFORMED (OR INFORMING) GROUP

People who should be in communication with me about my efforts. These people can help champion and support my efforts, offer a unique perspective to shape my thinking, or could derail my efforts if left out.

STAKEHOLDER	MOTIVATION	RESOURCES

MY MOMENTUM BUILDING STRATEGIES

You can build momentum in many ways, but they all start with sharing information about your cause and advocacy plans. Using what you have learned from others and working with your allies and members of your networks, generate ideas below that can help you create momentum-building strategies to move towards your goal. Refer to pages 40-53 in the 'Youth Advocacy Guide'.)



DEVELOPING YOUR MESSAGE FOR DIFFERENT AUDIENCES

As mentioned earlier, stories are the most powerful way to connect with people. You want your story to be meaningful, and it's important to know that your story is never fixed. You will need to adapt your message for different audiences to help them understand why your story is important to them. The best way to prepare for this is to practice.

Here are some different scenarios you can try out. For each of these, think about what your key message would be and how you can best use the time and opportunity given to you. As you go through the different scenarios, think about how they differ from each other, how some are short and quick, and others need more detail.

SCENARIOS:

YOU HAVE BEEN INVITED TO SPEAK ON A RADIO SHOW AND HAVE BEEN ALLOCATED THREE MINUTES TO PROVIDE AN OVERVIEW OF YOUR ISSUE. WHAT WOULD YOUR KEY TALKING POINTS BE AND WHAT WOULD YOU SAY?



YOU RUN INTO AN IMPORTANT COMMUNITY REPRESENTATIVE ON THE STREET, AND YOU HAVE A BRIEF OPPORTUNITY TO SHARE YOUR IDEA WITH THEM. WHAT WOULD YOU SAY, AND HOW WOULD YOU ENGAGE WITH THEM?

YOU ARE ASKED TO GIVE A 10-MINUTE PRESENTATION TO A SCHOOL GROUP ABOUT YOUR ISSUE. WHAT WOULD YOU SAY, AND HOW WOULD YOU PRESENT YOUR STORY?

YOUR SIX-YEAR-OLD COUSIN ASKS ABOUT YOUR ADVOCACY. HOW DO YOU EXPLAIN YOUR COMPLEX ISSUE USING SIMPLE TERMS THEY CAN UNDERSTAND?



ATTENDING EVENTS

Events can be fun and productive ways to gain knowledge or promote your advocacy efforts. Consider your event engagements carefully and be sure to consider how the event will benefit you and your cause. You'll find some great tips for preparing for and attending events in the 'Youth Advocacy Guide', pages 33-39. Read those pages and brainstorm some next steps below.

SOME IDEAS I HAVE FOR ATTENDING EVENTS:

A large, empty light purple rounded rectangle intended for writing ideas.





RESEARCH I HAVE CONDUCTED ON DIFFERENT EVENT OPPORTUNITIES:

CONFERENCE NAME	DATE	VENUE	MY MOTIVATIONS AND POSSIBLE BENEFITS OF MY PARTICIPATION	DETAILS/NOTES

WHAT ACTIONS CAN I TAKE NOW OR IN THE FUTURE TO EFFECTIVELY ATTEND EVENTS AROUND MY ADVOCACY ISSUE?

Remember to... ▶

read through pages 33-39 in the 'Youth Advocacy Guide' for prompts to help you prepare and engage effectively.



ORGANIZING EVENTS

Events aimed at advocacy efforts can take many forms. Be sure to use your creativity and have fun when planning and executing an event. Make sure the event will achieve your aims and not stray too far from your purpose. You'll find some great tips for organizing events in the 'Youth Advocacy Guide', pages 44-45. Read those pages and brainstorm some next steps below.

SOME IDEAS I HAVE FOR ORGANIZING EVENTS:

If you decide to organize an event yourself, remember to answer the following questions as you start your planning:

- What is the purpose and objective of my event? What do I hope to achieve?
- Who do I want to invite to this event?
- What would I like people to do at this event?
- What type of support, knowledge and items do I need to make this event possible?



WHAT ACTIONS CAN I TAKE NOW OR IN THE FUTURE TO PLAN AND HOST A SUCCESSFUL EVENT?

Empty rounded rectangular box for writing answers.

Remember to... ▶

read through pages 44-45 in the 'Youth Advocacy Guide' for prompts to help you prepare and host a successful event.





ENGAGING WITH MEDIA

Whether you are pitching your story to a radio programme, TV or newspaper outlet or are bending the ear of a journalist, you must know what to say and how to say it. Make sure you know your facts, can suggest a specific change to policy (or the rules you want to change), and can invite other people to join you with a request or ‘call to action’. (Refer to pages 46-48 in the ‘Youth Advocacy Guide’.)

SOME IDEAS I HAVE FOR ENGAGING WITH TRADITIONAL MEDIA:

SOME CONTACTS I HAVE IN THE MEDIA SPACE OR RELATIONSHIPS I WOULD LIKE TO BUILD:

NAME	ORGANIZATION OR PUBLICATION	FIELD OF WORK	CONTACT INFORMATION	NOTES



HOW CAN I DEVELOP A BETTER RELATIONSHIP WITH TWO OR THREE OF THESE MEDIA OUTLETS ABOVE?

Empty rounded rectangular box for writing answers to the question above.

WHAT ACTIONS CAN I TAKE NOW OR IN THE NEAR FUTURE TO EFFECTIVELY ENGAGE WITH THE MEDIA?

Empty rounded rectangular box for writing answers to the question above.

Remember to... ▶

read through pages 46-48 in the **'Youth Advocacy Guide'** for tips to help you attract the media's attention, pitch your story, and interact with journalists and influencers.



ENGAGING WITH POLICY

Understanding the policies that affect your issue is fundamental to your education as an advocate. In fact, dreaming up new policies and replacing outdated ones could be one aim as an advocate. Improve your understanding of the policy surrounding your issue and you will improve your advocacy efforts. Remember, a policy is a set of plans or methods to make decisions or achieve a course of action. (Refer to pages 21-26 in the 'Youth Advocacy Guide'.)

SOME IDEAS I HAVE FOR ENGAGING WITH POLICY:



HOW CAN I DRAFT NEW LANGUAGE FOR SECTIONS I WOULD LIKE TO CHANGE?

(Start by thinking about a specific policy shift or change you would like to see regarding your issue. Find the source document that puts that original policy into place and use the steps outlined on pages 23-25 of the 'Youth Advocacy Guide'. A policy could come from your school handbook or a legislative document. Use the search function to find keywords within the policy and then try drafting new language for the sections you'd like to change. Start with a few key sentences below.)

WHAT ACTIONS CAN I TAKE NOW OR IN THE NEAR FUTURE TO BETTER UNDERSTAND HOW POLICY INFLUENCES MY ADVOCACY ISSUE?**Remember to...**

read through pages 21-26 in the 'Youth Advocacy Guide' for some tips to help you identify, read, understand, and comment on policies.



ENGAGING ONLINE

Social media is a great way to bring people together around a common cause. Campaigns and whole policy battles have certainly been won (and lost) online. This type of interaction also can take a lot of time. You want to remain conscious of your short- and long-term goals. Does the time you spend online accomplish what you want and need it to? (Refer to pages 48-50 in the 'Youth Advocacy Guide'.)

SOME IDEAS I HAVE FOR ENGAGING ON SOCIAL MEDIA AND AREAS I'D LIKE TO GROW MY EFFORTS:





ONLINE SPACES WHERE I CAN FIND INFORMATION AND WHAT I LEARN THERE INCLUDE:

(Set a timer and spend 30 minutes ‘socially listening’ on your issue. Use the space below to document the hashtags you found most helpful, as well as any relevant information you discovered regarding your advocacy issue, aims or efforts.)

WHAT ACTIONS CAN I TAKE NOW OR IN THE NEAR FUTURE TO USE SOCIAL MEDIA DIFFERENTLY?

Remember to... ▶

read through pages 48-50 in the ‘Youth Advocacy Guide’ for tips, tricks, and prompts to help you boost your advocacy online.



CREATING A DIGITAL CAMPAIGN

Choosing the right digital platforms, setting the right goals, and determining your key audiences and messages are some of the most important decisions you can make as an advocate. Reaching and engaging your audience is both a science and an art. (Refer to pages 52-53 in the 'Youth Advocacy Guide'.)

SOME IDEAS I HAVE FOR CREATING A DIGITAL CAMPAIGN:

SOME DIGITAL CAMPAIGNS I ADMIRE ARE:

Insert links here for your reference.

-
-
-
-
-

USE THE QUESTIONS BELOW TO REFLECT ON THE CAMPAIGNS YOU LIKE:

- What are the key features of the campaigns I like?
- What are the benefits of this structure and these actions? What concerns do I have about this structure?
- What would the implications be for my issue or campaign?
- What changes would I need to make for something similar to work for my effort?
- What else do I need to know?

WHAT ACTIONS CAN I TAKE NOW OR IN THE NEAR FUTURE REGARDING DIGITAL CAMPAIGNS?**Remember to...**

read through pages 52-53 in the 'Youth Advocacy Guide' for tips to help you design an effective and powerful campaign.



PROTECTING YOURSELF ONLINE AND GENERAL RISK ASSESSMENT

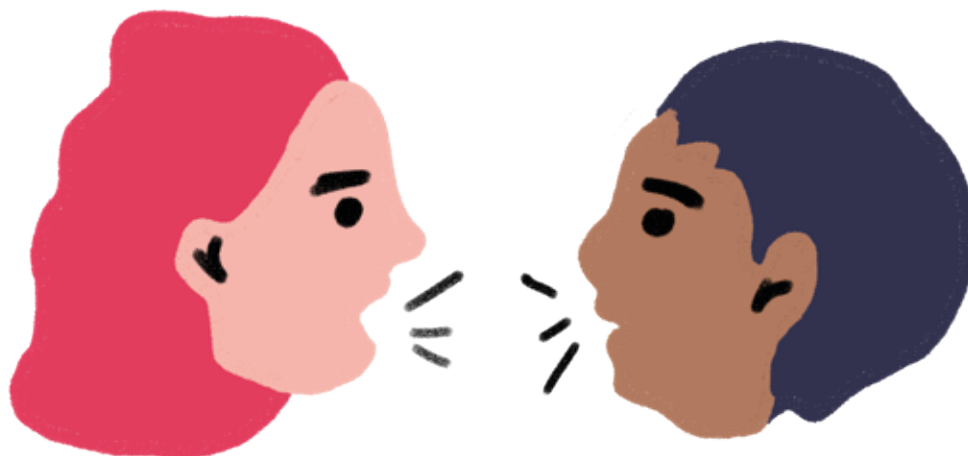
Protecting your physical and mental health is one of the most important tasks you have as an advocate. Refer to pages 50-51 in the 'Youth Advocacy Guide' for tips) to help safeguard yourself and your fellow advocates. Use the questions below to help assess your risk factors.

HOW DO I EXPECT PEOPLE TO RESPOND TO MY ADVOCACY? WILL SOME PEOPLE BE AGAINST ME? AND IF SO, HOW MIGHT THEY REACT, WHETHER (ONLINE OR IN -PERSON)?

Empty rounded rectangular box for response.

AM I PUTTING MYSELF AT PERSONAL RISK THROUGH ANY OF MY ADVOCACY ACTIONS? ARE THERE ANY SECURITY OR SAFETY MEASURES I NEED TO TAKE INTO ACCOUNT?

Empty rounded rectangular box for response.





SOME IDEAS I HAVE FOR PROTECTING MYSELF AND OTHER YOUNG PEOPLE I INTERACT WITH ONLINE:

Empty rounded rectangular box for writing ideas for protecting oneself and others online.

WHAT ACTIONS CAN I TAKE NOW OR IN THE NEAR FUTURE TO PUT SAFEGUARDING GUIDANCE INTO PRACTICE?

Empty rounded rectangular box for writing actions to put safeguarding guidance into practice.

Remember to... ▶

read through pages 50-51 in the 'Youth Advocacy Guide' for tips on how to stay safe and protect yourself.



MY SELF-CARE



Serving as a young activist can be incredibly rewarding, but it can also take a toll on your emotional and mental health. Each young person handles their experiences differently. This workplan gives you space to create quick references you can turn to when you are in a tough spot. Pages 69-78 in the 'Youth Advocacy Guide' will provide a number of additional resources and strategies for supporting your self-care.

Below, you can create your own personal resource list. Keep these lists close and refer to them when you are feeling low.

THREE PEERS I TRUST AND CAN REACH OUT TO IF I AM IN NEED.

NAME	CONTACT INFORMATION	NOTES

THREE ADULTS I TRUST AND CAN REACH OUT TO IF I AM IN NEED.

NAME	CONTACT INFORMATION	NOTES



THREE YOUNG PEOPLE I CAN CONNECT WITH WHO DO WORK SIMILAR TO MINE OR WHO STUDY THE SAME SUBJECTS.

NAME	CONTACT INFORMATION	NOTES

THREE ACTIVITIES THAT I FIND FUN AND ENJOYABLE.

- 1.
- 2.
- 3.

THREE PEOPLE IN MY LIFE WHO HELP ME FEEL GOOD.

- 1.
- 2.
- 3.



THE CALMING EXERCISES ON PAGE 74 OF THE 'YOUTH ADVOCACY GUIDE' THAT WORK BEST FOR ME ARE:

ADDITIONAL RESOURCES IN MY COMMUNITY.

(Find these before you need them.)

Helplines in your community: →
→

Websites: →
→

Social media accounts: →
→

Professional groups: →
→

Support groups: →
→

MY PLAN TO ACT

Now you can review all the work done and plans you have made throughout this document and prioritize the key actions you want to take. Insert those actions below and break them into activities and accomplishments that can happen over the next year. The advocacy plan below should help you move towards achieving the goals you determined at the beginning of this workplan.

The plan below is broken into quarters of three-months each, so you can break activities into chunks and plan them throughout a 12-month period. Your first quarter can begin at any point during the year.

MY GOALS FOR THIS YEAR:

Refer to...



pages 54-64 in the 'Youth Advocacy Guide' for guidance on designing goals with clear measures of success and building monitoring systems to help you track your progress and adapt over time.





<p>KEY ACTIONS</p>	<p><i>e.g., Organize events</i></p>
<p>QUARTER 1 ACTIVITIES</p> <p>MONTHS:</p> <p>.....</p>	<p><i>e.g., Host a volunteer recruitment event or planning committee meeting</i></p>
<p>QUARTER 2 ACTIVITIES</p> <p>MONTHS:</p> <p>.....</p>	<p><i>e.g., Recruit speakers and attendees</i></p>
<p>QUARTER 3 ACTIVITIES</p> <p>MONTHS:</p> <p>.....</p>	<p><i>e.g., Host a sold-out day of workshops</i></p>
<p>QUARTER 4 ACTIVITIES</p> <p>MONTHS:</p> <p>.....</p>	<p><i>e.g., Host an issue rally or march</i></p>
<p>WHAT WILL SUCCESS LOOK LIKE AT THE END OF THE YEAR?</p>	<p><i>e.g., Have hosted a rally</i></p>
<p>NETWORK MEMBERS AND ALLIES TO WORK WITH</p>	<p><i>e.g., University partners, workshop speakers, attendees, planning committee</i></p>

IMMEDIATE NEXT STEPS



The template below is an example of how you might break down a bigger task from the advocacy plan above. Prioritize the large tasks that come first in the timeline. You should aim to fill out one template for each large task.

QUARTER 1 ACTIVITY: FIRST MEETING WITH PLANNING TEAM TO ORGANIZE A MARCH			
What does success look like? We have a draft agenda, list of speakers, and a recruitment strategy		Start date: 18 January End date: 2 March	
ACTION STEPS	WHEN	WHO	
1. Find a date that works for the planning team to meet	[five weeks before event date]		
2. Create a planning agenda	[one month before event date]	Meeting lead (me!)	
3. Send pre-work and agenda to the team (for example, brainstorm a list of idea speakers and advocacy and educational goals for the march)	[three weeks before event date]		
4. Prepare event logistics – food, AV equipment, directions, and prep materials, etc.	[two weeks before event date]	Logistics team	
5. Host the march	[event date]		
6. Document the results and agreed-upon plans	No later than three days after event	Meeting lead and group secretary	
CORE TEAM MEMBERS	COLLABORATORS INVOLVED	RESOURCES NEEDED	SPECIAL CONSIDERATIONS
All planning team members (list them here) Specific team members who will help orchestrate the march (list them below)	→ Host of the march (local school or community hall) → Invited speakers	→ Food and funding for food → Stationary hard copies → Welcome signage → Poster, board or flip charts, markers	Be sure to have accessible materials for all participants who may need translation, sign language, voice-over, and physical access



QUARTER 1 ACTIVITY:

What does success look like?	Start date: End date:
-------------------------------------	--

ACTION STEPS	WHEN	WHO
1.		
2.		
3.		
4.		
5.		
6.		

CORE TEAM MEMBERS	COLLABORATORS INVOLVED	RESOURCES NEEDED	SPECIAL CONSIDERATIONS
.....			
.....			
.....			
.....			
.....			

unicef 

for every child

